Maine College Transitions Project
College Transitions Syllabus

Title: Writing Skills for College Part II
Final Draft
November 30, 2005

The intent of this syllabus is to provide adult education program administrators and instructors with a suggested core and title for the provision of a college preparation/developmental course in which students learn to apply standard English usage in the production of well developed essays. Students who master the coursework should be able to produce an organized and clear essay in the 2-3 page range. Transition courses are designed for high school graduates or GED recipients who intend to or are applying to postsecondary institutions.

It is expected that this course will match the needs of adult learners to prepare for and develop skills for placement testing and success in college level English composition courses. This effort should avoid the need to take a developmental course in writing at the postsecondary level.

Suggested contact hours: 45 – 60

Course Description: Writing Skills for College Part II will cover the application of standard English usage in writing sentences, paragraphs, and simple essays. College readiness reading skills will be addressed. Writing exercises will introduce students to the rigors and requirements of college writing. Coursework will help students prepare for college placement examinations, specifically the Accuplacer Sentence Skills test.

Specific Course content should include:

- Reading skills
    - critical thinking
    - reading in the content field
    - comprehension
    - paraphrasing and summarizing

- Writing skills
    - unity
    - support
    - coherence
    - sentence skills

- Form and function
    - formats
    - research
    - references and documentation
    - essay styles

> Because of the need to prepare for and score well on placement examinations, revision and editing skills should be incorporated into instruction.

Suggested Text and Materials:

Fawcett, Susan and Alvin Sandberg, *Grassroots with Readings*, Houghton Mifflin, ISBN 0618-11586-2

Wilson, Paige and Teresa Ferster Glazier - *The Least You Need to Know about English, form A,* Harcourt, ISBN 0155080318

Silverman, Jay, Elaine Hughes, and Diana R. Wienbroer, *Rules of Thumb: A guide for Writers, 2nd Edition,* McGraw Hill, ISBN 0-07-057582-7

Sebranek, Patrick, Verne Meyer, and Dave Kemper, *Write Source 2000: A guide to Writing, Thinking, & Learning,* Great Source Educational Publishing, Burlington, WI, ISBN 066946774X

Hacker, Diana, *The Writer's Reference 5th Edition,* Bedford/St. Martin's, ISBN 0312412622

Harris, Muriel, *Prentice Hall Reference Guide to Grammar and Usage, 5th Edition*, ISBN 0-13-184678-7

Recommended Curriculum Reference:

English 005: Basic Writing, Course outline from University of Maine at Augusta, by Julie Hendrickson.

DS012: Developmental Writing, Course syllabus from Kennebec Valley Community College/Fairfield Adult Education.

SSS012: Student Support Intermediate Writing, Course syllabus from Kennebec Valley Community College/TRIO program.

English 009: Developmental Writing, Course syllabus from University of Southern Maine (pending permission).

LAE013 and LAE014: Introduction to Writing I and II, Eastern Maine Community College Developmental Studies Program, Elizabeth Worden.

Placement Testing:

Although various cut scores are required at individual campuses of the Maine Community College System, we recommend Writing Skills for College Part II for students scoring more than 60 but less than 90 on the sentence skills section of the Accuplacer examination or less than 500 in Writing in a recent (within one year) GED test. These scores closely align with an 11.9 GE or 600 Scale Score on the TABE A.

<u>Sources</u>:
Accuplacer Guide
SMCC Placement Rules
USM "Readiness for Comp 1", Elaine Wright

Initial Draft completed November 18, 2005, by the Transitions Writing Curriculum Committee:
Linda Clutterbuck
Julie Hendrickson
Sheila Reaman
Thelma Regan
Elizabeth Worden

Final Draft presented to the College Transitions Advisory Committee, January 5, 2006.

Facilitator: Patrick O'Regan
por44@suscom-maine.net